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ABSTRACT

This learning module is designed to provide the student with insights into the nature and goals of TESOL (Teaching English to Speakers of Other Languages) and the means to achieve these goals by enabling him to: (a) explain accurately the rationale for each component of TESOL, (b) justify the teaching of English as a second language through a linguistic orientation which takes into account the native language or dialect background of the learner, and (c) assess his own needs for acquiring new competencies in terms of recommended guidelines for teachers of English as a second language. Several required and optional activities are listed to assist the student in attaining the module objective. Both pre- and post-assessment instruments are included. Remediation activities are not included but are to be negotiated with the course instructor or module coordinator. (HMD)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.01 TESOL OVERVIEW

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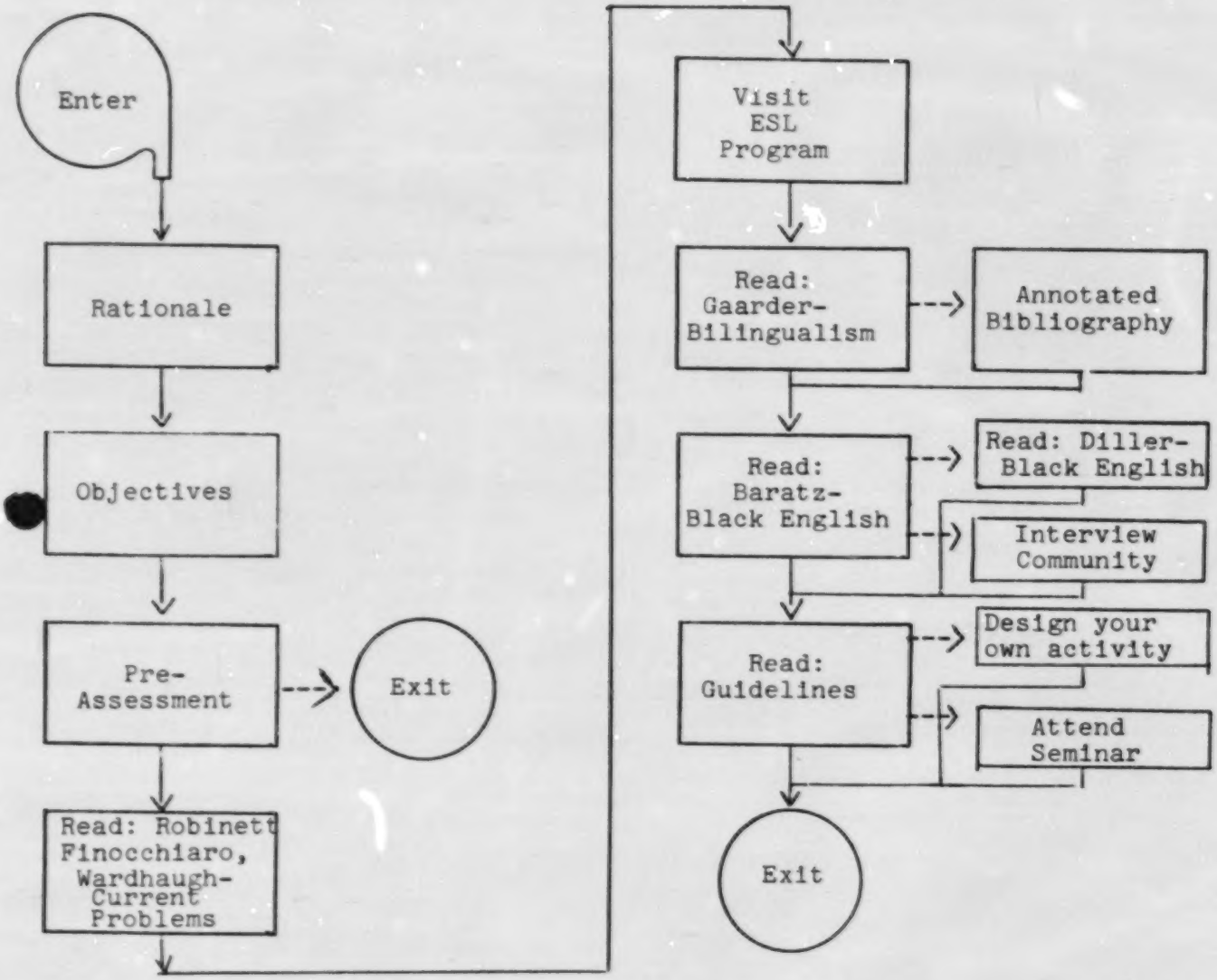
SP008 307

TESOL:
AN OVERVIEW



RATIONALE

Teaching English to Speakers of Other Languages (TESOL) is an educational field which incorporates virtually all aspects of language teaching; it is, however, primarily concerned with imparting basic language skills in English to students who speak other languages natively. A vital component of TESOL, the Teaching of English as a Second Language (TESL) is also an integral part of bilingual education. The extensive research in the teaching and learning of languages has pointed the way to effective methods and materials to achieve one of bilingual education's terminal goals: to provide our linguistically-different children with access, through language, to the many facets of the general culture of their new environment.

This unit of work will provide the participant with insights into the nature and goals of TESOL and the means to achieve these goals.

OBJECTIVES

Given a series of activities on the development and current status of TESOL, the participant will be able to:

- -explain accurately in a brief discussion the rationale for each of the TESOL Components.
- -justify the teaching of English as a second language through a linguistic orientation which takes into account the native language or dialect background of the learner.
- -assess his/her own needs for acquiring new competencies in terms of recommended guidelines for ESL teachers.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

I. Answer yes or no. After each answer provide a brief justification of your answer.

A. _____ It is only through understanding the nature of language itself, as well as its acquisition, that one can meaningfully comprehend the scope and complexity of linguistic development in a bilingual speaker.

B. _____ Linguistic research has had very little or no impact at all on second language teaching.

C. _____ Teaching words of the language is the same as teaching the language.

D. _____ The cultural background of the learner should not be brought into the ESL classroom because it interferes with the acquisition of the new language.

E. _____ A learner always knows certain things about another language before he learns it.

F. _____ Teaching procedures in an English as a foreign language classroom vary greatly from those procedures used in the English as a second language classroom.

II. Prepare a brief essay for each of the following:

A. One of the areas in TESOL is the teaching of English to speakers of other dialects. This area includes persons who speak Black English. One major question is: to what extent might the principles or practices developed in teaching English as a foreign or second language be applied to speakers of other dialects?

B. Taking the following four components of TESOL, develop a rationale for each one to justify its existence:

1. English as a foreign language
2. English as a second language
3. ESL for Bilingual Education
4. English to speakers of other dialects

C. Assess your own needs for the acquisition of new competencies for teaching ESL.

I. Required:

A. Read:

1. Betty Wallace Robinett, "The Domains of TESOL," TESOL Quarterly, VI:3 (September, 1972), pp. 197-207.

2. Mary Finocchiaro, "Teaching English to Speakers of Other Languages: Problems and Priorities," in The Language Education of Minority Children, Bernard Spolsky, ed. (Rawley, Mass: Newbury House Publishers, 1972), pp. 125-138.

3. Ronald Wardhaugh, "TESOL: Current Problems and Practices," in Teaching English as a Second Language: A Book of Readings, Harold B. Allen and Russell N. Campbell, eds. (New York: McGraw-Hill Book Co., 1972), pp. 8-19.

Activity: Summarize the current problems educators face when they attempt to relate TESOL theory to the realities of the classroom.

B. Activity: Visit a local ESL program to determine the things ESL teachers in your area do in the classroom. How relevant are the issues discussed in #A for these teachers?

C. Read:

A. Bruce Gaarder, "Bilingualism and Education," in Bernard Spolsky, ed., The Language Education of Minority Children (Rawley, Mass: Newbury House Publishers, 1972), pp. 51-59.

Activities:

1. Visit a local bilingual classroom to determine the following:

   a. The teacher's approach to ESL

   b. The extent to which the children's cultural background is included in the curriculum

2. Formulate a preliminary outline of your understanding of ESL as a component of Bilingual Education.

D. Read:

Joan C. Baratz, "Educational Considerations for Teaching Standard English to Negro Children," in Bernard Spolsky, ed., The Language Education of Minority Children (Rawley, Mass: Newbury House Publishers, 1972), pp. 139-155.

Activity: Focus your attention on the following questions as you read:

1. Some members of the Black community feel that the teaching of Standard American English to their children will devalue their native dialect. Is this a valid criticism?

2. How can we justify the teaching of Standard English to speakers of Black English?

3. Can ESL methodologies be used to teach a second dialect?

E. Read:

"Statement of Qualifications and Guidelines for Preparation of Teachers of English to Speakers of Other Languages," (Forward by Albert H. Marckwardt) TESOL Newsletter 4 (1970), 4-5.

Activity: Assess your own needs for the acquisition of new competencies in terms of the recommended guidelines. Determine your priorities and outline possible activities for your acquisition of these competencies.

II. Optional:

A. Prepare an annotated bibliography of fifteen to twenty sources on language instruction in Bilingual Education.

B. Read:

J. L. Dillard. Black English (New York: Random House, 1972).

Activity: List the features of Black English which cause interference for a child in a Standard English learning environment.

C. Interview members of the Black community to determine their views regarding the issue of teaching English to Speakers of Other Dialects.

D. Design your own learning activity.

E. Attend a seminar as scheduled by your module coordinator.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

I. Answer yes or no. After each answer provide a brief justification of your answer.

A. _____ It is only through understanding the nature of language itself, as well as its acquisition, that one can meaningfully comprehend the scope and complexity of linguistic development in a bilingual speaker.

B. _____ Linguistic research has had very little or no impact at all on second language teaching.

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B. Taking the following four components of TESOL, develop a rationale for each one to justify its existence:

1. English as a foreign language
2. English as a second language
3. ESL for Bilingual Education
4. English to speakers of other dialects

C. Assess your own needs for the acquisition of new competencies for teaching ESL.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

BIBLIOGRAPHY

1. Allen, Harold B. and Russell N. Campbell. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill Book Co., 1972.

2. Diller, J. L. Black English. New York: Random House, 1972.

3. Robinett, Betty Wallace, "The Domains of TESOL," TESOL Quarterly VI:3 (September 1972).

4. Spolsky, Bernard, Ed. The Language Education of Minority Children. Rawley, Mass: Newbury House Publishers, 1972.